



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization **Newman International Academy** CDN **220817** Vendor ID  ESC ☐ DUNS   
Address **2011 S. Fielder Rd** City **Arlington** ZIP **76013** Phone **682-207-5175**  
Primary Contact **Angela Lewis** Email **alewis@newmanacademy.org** Phone **214-500-5528**  
Secondary Contact **Ana Valdovinos** Email **avaldivinos@newmanacademy.org** Phone **682-207-5175**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions  
☒ General Provisions and Assurances  
☒ Application-specific Provisions and Assurances  
☒ Debarment and Suspension Certification  
☒ Lobbying Certification  
☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Sheba K. George** Title **Superintendent**  
Email **shebakg@newmanacademy.org** Phone **682-207-5175**  
Signature  Date **11/07/2018**

Grant Writer Name **Cherith Long** Signature  Date **11/07/2018**  
☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

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**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
At least 3 experienced, highly-qualified education teachers for the education classes (at 2 campuses).	Assess current teachers' qualifications and make recruitment efforts for additional, qualified teachers. Highlight the stipend, availability of well-established CTE Education materials, and overall program goals.
Student materials for all education courses and trainings.	Research trainings and additional curricula for the courses offered as well as additional courses that may be added. Use program funds as needed.
Connect students with other, motivated future teachers through the use of new campus TAFE programs.	Enroll each campus in TAFE, recruit students to join, and participate in a competition.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Newman's goal is to double the number of students who complete 3 or more credits in our CTE Education program by 2021, for the purpose of training well-qualified and successful future teachers. Steps to ensure we meet this goal include offering multiple education courses (including practicums and dual-credit), starting a TAFE program at each high school campus, implementing a marketing plan to recruit diverse and highly-qualified students into the education program, and recruiting and retaining highly-qualified educators to run the CTE Education program.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

At the end of the first quarter, Newman will evaluate the progress of improving the CTE program by the following benchmark data: number of students enrolled in education courses, status of TAFE program at each high school campus, use and impact of the Education Program marketing plan, and recruitment, retention and evaluation of qualified program teachers.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

At the end of the second quarter, Newman will evaluate the progress of improving the CTE program by the following benchmark data: number of students enrolled in education courses with the option to complete 3 or more credits in education, status of TAFE program at each high school campus, use and impact of the Education Program marketing plan, and recruitment, retention and evaluation of qualified program teachers.

**Third-Quarter Benchmark**

At the end of the final quarter, Newman will evaluate the progress of improving the CTE program by the following benchmark data: number of students who have completed 3 or more credits of education courses, status of TAFE program at each high school campus, use and impact of the Education Program marketing plan, and recruitment, retention and evaluation of qualified program teachers.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Through the use of quarterly reports and performance measures, we will be able to determine the success of our program. If we are not showing progress, we will use data reports in each area to modify as needed. We can use teacher assessment and evaluation of CTE curriculum and student achievement to measure each class and teacher. We will assign new teachers and/or add or delete class offerings as needed. We will continuously evaluate and recruit student candidates into the program who are determined and college-ready to ensure a higher number of quality future teachers. To market, we will highlight the benefits of the program, including dual credit courses and the advantage of participating in TAFE. We will evaluate the effectiveness of our current IHE partnership and find an additional one if needed. Students within the program will also provide great feedback through surveying and will enable additional planning for any modifications needed.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1 - The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2 - The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3 - The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Newman International Academy regularly recruits teachers through various means, including but not limited to website and online postings, word of mouth, connections with college campuses, through alternative certification programs, and through local ESC Regions. For the Education program, Newman will utilize all these sources plus consider current teaching staff who would like to transfer into these positions.

Education teachers will be selected based on criteria including but not limited to T-TESS and other evaluation ratings, recommendations from campus staff, evidence of involvement in student organizations, strong student-teacher relationships, and any other qualifications that show the experience and strength of the teachers' educational skills and achievement.

Newman International Academy serves students from a variety of ethnic backgrounds (69% non-white at one campus and 86% non-white at the other campus) and makes efforts to recruit teachers who match students' ethnicities. However, teacher experience and qualifications will be the deciding factor as to whom is appointed to these Educational Program positions.

Teachers will be required to sign a one-page, District-created MOU agreeing to teach in this program from January 2019 through May 2021 as a condition of receiving the additional teacher stipend.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	2	X \$6,000 =	12,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
<b>Total Request for Pathway 1</b>			<b>34,000</b>

**PATHWAY TWO**

☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
<b>Total Combined Request for Pathways 1 &amp; 2</b>			

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Teacher Stipends Year One (\$5000 + \$2500 + \$2500)	10,000
Teacher Stipends Year Two (\$5000 + \$2500 + \$2500)	10,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

TAFE Expenses	3,000

**SUPPLIES AND MATERIALS (6300)**

Education Curriculum and Resources	8,000

**OTHER OPERATING COSTS (6400)**

Travel expenses for Teacher Institute and possibly TAFE	3,000

Total Direct Costs 34,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

**TOTAL AMOUNT REQUESTED**

34,000

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

As of this year, Newman International Academy of Arlington offers the Education and Training courses and the Instructional Practices and Practicum. We are currently building the students portfolios in Instructional Practices, building their internship hours through other Newman campuses, and taking advantage of every opportunity to make the students successful, such as the Education Summit offered by The University of Texas at Arlington. Students in the practicum are out in the workforce building relationships through internships with other places of business in the field of education. Newman International Academy of Cedar Hill currently offers introductory education classes with plans to expand and offer the practicum soon.

We will also encourage the students (freshmen and sophomores) who are currently enrolled in introduction education classes to continue in the program by informing them of all the benefits to a degree with an Education Endorsement. Some of these benefits include (but are not limited to) an endorsement cord, an established portfolio, experience in the workplace, already completed education credits for college, and scholarships into college education programs. We will make sure they understand that completing a program like this in high school gives them a deeper comprehension of what it means to be an educator, greater experience, and offers them as a more suitable hire upon completing a teacher education program than their counterparts.

Next year, Newman will be enrolled as a member of TAFE, allowing students the opportunity to increase their connections in education, receive possible scholarships, and add competition to their portfolios. Newman also plans to implement a dual-credit education course next year, with more to follow. To increase enrollment in the program, Newman will implement stellar teachers, who are highly-qualified in the area of education, to facilitate the classes within the program.

Newman International Academy regularly recruits teachers through various means, including but not limited to website and online postings, word of mouth, connections with college campuses, through alternative certification programs, and through local ESC Regions. For the Education program, Newman will utilize all these sources plus consider current teaching staff who would like to transfer into these positions. Education teachers will be selected based on criteria including but not limited to T-TESS and other evaluation ratings, recommendations from campus staff, evidence of involvement in student organizations, strong student-teacher relationships, and any other qualifications that show the experience and strength of the teachers' educational skills and achievement.



**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Newman will recruit students who are interested in teacher's aide positions as well as market to all students regarding the benefits of enrolling education classes. Through assemblies and CCMR (college, career and military readiness) programs, counselors do video presentations and lectures regarding the 5 endorsements (including an education endorsement) that are offered in our high school campuses. There is also an annual Job Fair Day that is organized by our high school campuses that helps students see how their endorsements are connected to the marketplace as well as how they can qualify themselves. These job fair days also help our students with career placements and finding jobs.

In addition to the Student Aide opportunities, Newman partners with outside organizations to offer educational practicums and career placement. The availability of these various opportunities will be mentioned while marketing the education classes to current and prospective students.

The District supports all these programs on an on-going basis.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Newman currently has an MOU with DCCCD (see attached MOU). We are also in the processing of contacting other IHE's such as UTA, TCC, and LeTourneau to sign additional MOU's which will give our students further options for dual credit classes. If we receive this grant, we will expand the DCCCD MOU in 2019-2020 to offer education CTE classes such as Learning Framework, Learning Framework 2, Introduction to the Teaching Profession, and Principles and Practices of Multicultural Education.

Students currently can enroll in DCCCD dual credit courses with high school counselor assistance by applying to the college, satisfying the TSI initiative, and enrolling in courses approved by the MOU. Please see attached MOU for further details.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.